

**Program Description/Textbook or Print Instructional Material**

<b>Vendor</b>	Macmillan/McGraw-Hill
<b>Web URL</b>	www.mhschool.com
<b>Title</b>	Spotlight on Music: Pupil Edition
<b>Author</b>	Bond, Boyer-Alexander, et al
<b>Copyright Date</b>	2005
<b>ISBN</b>	0-02-295675-1
<b>Edition</b>	First
<b>Course/Content Area</b>	Arts and Humanities
<b>Intended Grade or Level</b>	2
<b>Readability Level</b>	2.1
<b>List Price</b>	70.60
<b>Lowest Wholesale Price</b>	52.95

**The Kentucky Department of Education must receive a copy of the alternative format if the instructional material is placed on the State Multiple List.**

**Level of Accommodations**

Level Two

If Level Two or Level Three, please provide rationale for not meeting Level One Compliance

**Rationale** *Spotlight on Music™* (K-8) provides superior song materials in all genres and styles to meet the needs of teachers and students. Due to copyright restrictions on songs and other materials not owned by Macmillan/McGraw-Hill, some songs and materials cannot be provided in electronic format by any publisher.

## **FEATURES**

**Disclaimer**

The features of each book or program were developed by the publisher and do not reflect the opinion of the State Review Team, State Textbook Commission, or of the Kentucky Department of Education.

**Content**

Macmillan/McGraw-Hill's *Spotlight on Music™* provides a complete curriculum for Grades K-8 music classes. The content is matched and correlated to state and national standards and has pedagogically appropriate lesson material to motivate both students and teachers. The program contains an abundance and variety of songs that research has indicated should be included in a music series.

**Student Experiences**

*Spotlight on Music™* is filled with fresh, age-appropriate, culturally diverse songs and listening selections -- songs and music to inspire, to celebrate, to teach, and to fit all seasons and purposes. The series will help students excel at learning music, reading musical notation, and performing music for patriotic, seasonal, and holiday celebrations.

**Assessment**

Assessment is embedded throughout *Spotlight on Music™*. The series is sequenced for students to master concepts and skills as outlined in the National Standards. The assessment model used throughout the series assures that students have met the appropriate grade-level knowledge and skills. This model is thoroughly integrated on a unit and lesson level.

## Organization

*Spotlight on Music*<sup>TM</sup> is divided into 4 main sections: Spotlight on Concepts, Spotlight on Reading, Spotlight on Performance, and Spotlight on Celebrations. Each section develops concepts and skills appropriate to the section and contains links to other curricular areas. Reading/Language Arts skills are embedded in the lesson material. Macmillan/McGraw-Hill's learning sequence--Explore, Label, Practice--provides a sequential outline for each lesson.

## Resource Materials

Resource materials provided at point of use within the teacher lesson material in *Spotlight on Music*<sup>TM</sup> include extra teaching suggestions on topics such as: History and Culture; Curriculum Links; Assessment Strategies; Movement; Music Skills Development; Reaching All Learners; Pronunciation Guides; School to Home; Creative Unit Projects; Teacher-to-Teacher; Extensions; and Web Tips.

## Gratis Items to be provided and under what conditions -

Teacher's Edition, Teacher's Resource Package, Music with MIDI - with the purchase of a class set of Pupil Editions. With K-5 purchase, schools receive: ¡Fiesta de canciones! Spanish Song Book, Primary, Grades K-2; ¡Fiesta de canciones! Spanish Song Book CD, Primary, Grades K-2; ¡Fiesta de canciones! Spanish Song Book, Intermediate, Grades 3-6; ¡Fiesta de canciones! Spanish Song Book CD, Intermediate, Grades 3-6; Festival of Caribbean Music Book, Grades 3-5; Festival of Caribbean Music CD, Grades 3-5; Festival of World Music, Grades K-6; Festival of World Music Compact Disc, Grades K-6; ELL Handbook, Grades K-6; MIDIaurus CD-ROM, Grades 1-3; Music Ace II CD-ROM; Music Express Magazine (classroom set for 1 year); Music Alive Magazine (classroom set for 1 year).

## Available Ancillary Materials

*Spotlight on Music*<sup>TM</sup> includes a wide assortment of ancillary materials to accompany and extend the lessons in the series. These include materials such as: Teacher Resource Masters; Listening Map Transparencies; Reading Music Transparencies; ¡Fiesta de canciones! in primary and intermediate levels with accompanying CDs; Orff Orchestrations; Recorder; Caribbean Music; Guitar; MIDI Lessons; World Music; and a Master Index.

## Research Data and Evidence of Effectiveness

Disclaimer: The research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, State Textbook Commission, or the Kentucky Department of Education

Note: Please complete this section by indicating the research data and evidence of effectiveness, or give a web site where the information is located. If there is no research data and evidence of effectiveness, please indicate "not available".

## Research Available

Yes

If yes, provide information below.

*Spotlight on Music*<sup>™</sup> (K-8) is a new basal music series that embodies the latest in research, issues and trends, learning theory, and pedagogy. The author team of nationally recognized music educators brought many years of experience as teachers, supervisors, and scholars to the development of the program. Additionally, the editorial and marketing division consulted with music teachers, administrators, aestheticians, and students to insure that the content, presentation, and organization of the series met their needs.

The research model for *Spotlight on Music*<sup>™</sup> was based on Focus Groups responses, Questionnaires, Analysis and review of curriculum guides and National Assessment programs, current Macmillan/McGraw-Hill customer's responses to the product, Ad hoc committee consultation, National Music Advisory Committee consultation, and Teacher Reviewer contributions.

### **Pilot Project/Field Tests**

Field-testing at the pre-publication level consisted of two phases: The initial field-testing, conducted in 2002, utilized the instructional materials in multiple-classroom settings. The second phase of the field testing, implemented in fall of 2003, focused on the assessment program for *Spotlight on Music*<sup>™</sup>. Evaluation of the second phase of the field-testing was based on objective evaluation of learning outcomes, which were labeled as "tested" in the Teacher's Edition lesson objectives. Additional evaluation criteria were based on responses elicited from teachers. Phase one of the field testing were used to revise and improve the instructional model as well as insure that the program contained age-appropriate materials in a variety of musical styles. The results of phase two of the field-testing were used to develop a valid and reliable assessment component.

All key decision in the development of *Spotlight on Music*<sup>™</sup> were based on extensive field and market research in addition to consultation with professionals from all aspects of music education.

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/ Instructional Materials Review Team completed each evaluation form during the week of July19-23, 2004. In order to maintain the integrity of the of the review team's comments, editing was limited to spelling and punctuation.

<b>Title</b>	<b>Spotlight on Music: Pupil Edition Grade 2</b>		
<b>Publisher</b>	Macmillan/McGraw - Hill		
<b>Item Evaluated</b>	Student Book		
<b>Content Level</b>	Grade 2	<b>Copyright Date</b>	2005
<b>ISBN</b>	0-02-295675-10-02-295675-1	<b>Date of Evaluation</b>	7/21/04

**Recommended YES**

Publisher's Explanation of Reviewer's Comments:

**Technology Strengths**

K-8 Grade Levels: Each lesson in unit is correlated to at least one technology component i.e., CD Rom, audio CDs

**Instruction & Assessment Strengths**

K-8 Grade Levels - Aligned with Kentucky Core Content.

**Organization & Structure Strengths**

K-8 Grade Levels - Good use of "Curriculum Links" - Integration with Language Arts, Social Studies, etc.

**Resource Materials Strengths**

K-8 Grade Levels - "Orchestral Instruments" and "World Instruments" - resource can be used by any grade level.

**Technology Weaknesses**

**Instruction & Assessment Weaknesses**

**Organization & Structure Weaknesses**

**Resource Materials Weaknesses**

CDs with examples of all the instruments can be found in the Grade 2 pouch with the other 2nd grade CDs. Other grade levels, pouch contains accompanying CDs, but some found at the end of the collection. No clear directions on where to find the audio CDs

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

Technology Comments	
---------------------	--

**Equipment**

Windows No Macintosh No CD ROM FalseFalse Sound No  
Equipment Other

**Grade Level**

Primary No Intermediate No Middle No High No

**Audience**

Individual	No	Small Group	No	Large Group	No
------------	----	-------------	----	-------------	----

**Format**

Stand Alone/Independent	No	Integrated	No	Supplemental	No
-------------------------	----	------------	----	--------------	----

**Cost**

Single Copy		School Version	
Network Version		Online	
Site License		Lab Pack	

**Type of Software**

Simulation	No	Tutorial	No	Critical Thinking	No
Management	No	Exploratory	No	Utility	No
Interdisciplinary	No	Creativity	No	Type of Software -	
Problem Solving	No	Drill and Practice	No	Other	

**Management**

	Allows customizing for individual learning needs
	Allows Students to exit and resume later
	Keeps student's performance record, where needed
	Allows control of various aspects of software (sound)
	Allows printed reports

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

**Presentation/Interface**

	Presents material in organized manner
	Consistent, easy-to-use, on-screen instructions
	Developmentally correct presentation/ format
	Adapts to different learning styles/multiple intelligences
	Accessible for special needs students
	Runs smoothly, without long delays
	Easy-to-view text and graphics
	Easy-to-hear and understand sounds
	Avoids unnecessary screens, sounds, and graphics
	Provides immediate, appropriate feedback
	Presentation/Interface Comments

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
<b>Identifies a Sense of Purpose</b>		
4		
<b>Provides Guiding Questions and Instructional Objectives</b>		
4		
<b>Develops and Builds on Student Ideas</b>		
3		
<b>Encourages student to become an independent learner (performer, creator, speaker)</b>		
3		
<b>Assesses Student Progress – Commonwealth Accountability Testing System (CATS) “like” Assessment is provided. Variety of Assessments (diagnostic, formative, Summative, open response, multiple choice, individual, small group, oral demonstrations, presentations, portfolio prompts) is included, Performance assessment opportunities are also included.</b>		
2		
<b>Enhances the Learning Environment</b>		
4		
<b>Reading level appropriate for interest and ability level of intended student group; level remains consistent throughout</b>		
4		

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<b>Includes activities and opportunities for integration of technology</b>		
3		
<b>Reflects research-based practices (e.g. hands-on activities, technology, problem-solving situations) engaging students and promoting student thinking</b>		
3		
<b>Is aligned to the Program of Studies and Core Content for Assessment</b>		
3		Kentucky. Core Content uses "Timbre" - MMH uses "Tone Color"
<b>Includes opportunities for writing (reviews / personal response / reflection)</b>		
2		
<b>Music Elements-Rhythm, Tempo, Melody, Harmony, Form, Music Literacy - Notation, Terminology, Symbols, Timbre,:</b>		
3	Elements that are addressed are comprehensive for targeted level	Not all elements are indicated/spelled out. Some of them are not in student glossary.
<b>Music Literacy - Notation, Terminology, Symbols:</b>		
3	Notation is given which some music texts of this level do not have. There is a glossary of terms and musical instruments in the back of the book	Notation, terminology and symbols should be repeated/referred to etc., more throughout text. Although notation is included, it is not sufficiently covered
<b>Purpose of Music:</b>		
3	Purpose is provided although not in great detail, however some text at this level do not have purpose stated at all	Purpose information is scant
<b>Musical Styles (genre):</b>		
3	Musical styles are presented. Some text at this level do not do this	Musical styles could be a little more detailed, though
<b>Music in Different Cultures:</b>		
4	Very culturally diverse throughout	

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time



<b>Music Historical Style Periods:</b>		
2	Some text at this level do not mention style periods	There is some, although, not sufficient coverage and detail
<b>Effect of Time, Place, Personality, Belief Systems on Music:</b>		
3	This is presented throughout text	It could be a little more detailed
<b>Careers Music:</b>		
3		Careers in music is basically in the way of information presented on past musicians, composers, etc..
<b>Opportunities for Performance (may include site singing/playing):</b>		
3		There could be a little more opportunities to sing and play
<b>Connection to Other Art Forms:</b>		
3		Connections are not very hands-on/engaging

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/ Instructional Materials Review Team completed each evaluation form during the week of July19-23, 2004. In order to maintain the integrity of the of the review team's comments, editing was limited to spelling and punctuation.

<b>Title</b>	<b>Spotlight on Music: Pupil Edition Grade 2 (1)</b>		
<b>Publisher</b>	Macmillan/McGraw-Hill		
<b>Item Evaluated</b>	Student text		
<b>Content Level</b>	Grade 2	<b>Copyright Date</b>	2005
<b>ISBN</b>	0-02-295675-10-02-295675-1	<b>Date of Evaluation</b>	7-22-04

**Recommended YES**

Publisher's Explanation of Reviewer's Comments:

**Technology Strengths**

Technology integrated throughout

**Instruction & Assessment Strengths**

Text has unit reviews at the end of each unit.

**Organization & Structure Strengths**

Lessons have concept, skills and links

**Resource Materials Strengths**

A lot of the selections on CD's have an instrumental and vocal component as well as a pronunciation component for songs not in English. The songs are age appropriate in appeal and interest.

**Technology Weaknesses**

**Instruction & Assessment Weaknesses**

There is not much on assessment in student text.

**Organization & Structure Weaknesses**

These would probably be better placed at the top of the page in larger print and/or highlighted. They do not stand-out enough

**Resource Materials Weaknesses**

CD guide does not label each section of the book and print is quite small. CD's don't indicate length of selections and selections are not introduced.

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

Technology Comments	
---------------------	--

**Equipment**

Windows No Macintosh No CD ROM TrueFalse Sound No  
Equipment Other

**Grade Level**

Primary Yes Intermediate No Middle No High No

**Audience**

Individual	Yes	Small Group	Yes	Large Group	Yes
------------	-----	-------------	-----	-------------	-----

**Format**

Stand Alone/Independent	Yes	Integrated	No	Supplemental	Yes
-------------------------	-----	------------	----	--------------	-----

**Cost**

Single Copy		School Version	
Network Version		Online	
Site License		Lab Pack	

**Type of Software**

Simulation	No	Tutorial	No	Critical Thinking	No
Management	No	Exploratory	No	Utility	No
Interdisciplinary	No	Creativity	No	Type of Software -	Provides additional information.
Problem Solving	No	Drill and Practice	No	Other	

**Management**

<b>YES</b>	Allows customizing for individual learning needs
<b>YES</b>	Allows Students to exit and resume later
	Keeps student's performance record, where needed
<b>YES</b>	Allows control of various aspects of software (sound)
<b>YES</b>	Allows printed reports

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

**Presentation/Interface**

<b>3</b>	Presents material in organized manner
<b>3</b>	Consistent, easy-to-use, on-screen instructions
<b>3</b>	Developmentally correct presentation/ format
<b>3</b>	Adapts to different learning styles/multiple intelligences
	Accessible for special needs students
<b>YES</b>	Runs smoothly, without long delays
<b>YES</b>	Easy-to-view text and graphics
<b>YES</b>	Easy-to-hear and understand sounds
<b>YES</b>	Avoids unnecessary screens, sounds, and graphics
	Provides immediate, appropriate feedback
	Presentation/Interface Comments

<i>Rating</i>	<i>Strength</i>	<i>Weakness</i>
<b>Identifies a Sense of Purpose</b>		
3	Information is provided about selections.	Sense of purpose could be more clear-cut/directly stated and detailed.
<b>Provides Guiding Questions and Instructional Objectives</b>		
3	Information is provided about selections.	Sense of purpose could be more clear-cut/directly stated and detailed.
<b>Develops and Builds on Student Ideas</b>		
2		Not inquiry based.
<b>Encourages student to become an independent learner (performer, creator, speaker)</b>		
2		Opportunities to perform, create, speak, etc. tend to be concentrated in unit reviews. There is some of this throughout text, however, it is not substantial.
<b>Assesses Student Progress – Commonwealth Accountability Testing System (CATS) “like” Assessment is provided. Variety of Assessments (diagnostic, formative, Summative, open response, multiple choice, individual, small group, oral demonstrations, presentations, portfolio prompts) is included, Performance assessment opportunities are also included.</b>		
2	There are assessments at the end of each unit with questions in a variety of formats.	Assessments do not contain a significant amount of writing and do not require much thought.

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<b>Enhances the Learning Environment</b>		
3	Text exposes students to a wide variety of information.	There is a huge gap in difficulty and amount of information covered between the 1st grade and 2nd grade text. It seems as if a whole grade level is missing.

<b>Reading level appropriate for interest and ability level of intended student group; level remains consistent throughout</b>		
2/3	Reading level may be appropriate for students at high performing school.	Reading level may be difficult for most students. Text seems as if it is at almost a 3rd grade level.

<b>Includes activities and opportunities for integration of technology</b>		
4	Technology integrated throughout, more integrated and more varied than other text at this level.	

<b>Reflects research-based practices (e.g. hands-on activities, technology, problem-solving situations) engaging students and promoting student thinking</b>		
3		There is not much on problem solving and significant types of thinking activities, not enough hands on activities either.

<b>Is aligned to the Program of Studies and Core Content for Assessment</b>		
3	Text exposes students to a wide variety of musical information to build on and which students are expected to know.	Basic musical elements are not all named.

<b>Includes opportunities for writing (reviews / personal response / reflection)</b>		
2		There are writing assignments in unit reviews, but tend to be generic types not those that would provide in-depth thinking.

<b>Music Elements-Rhythm, Tempo, Melody, Harmony, Form, Music Literacy - Notation, Terminology, Symbols, Timbre,:</b>		
4		

<b>Music Literacy - Notation, Terminology, Symbols:</b>		
4		

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time

<b>Purpose of Music:</b>		
4		
<b>Musical Styles (genre):</b>		
3		
<b>Music in Different Cultures:</b>		
4		
<b>Music Historical Style Periods:</b>		
2		
<b>Effect of Time, Place, Personality, Belief Systems on Music:</b>		
4		
<b>Careers Music:</b>		
3		
<b>Opportunities for Performance (may include site singing/playing):</b>		
4	K-8 Grade Levels - "Broadway for Kids" Series - Grade 2 - ""Seussical: The Musical" - Scripts in Teacher Resource Book	
<b>Connection to Other Art Forms:</b>		
3		

Rating Scale: 0-Not applicable; 1-None of the time; 2 Minimally; 3-Some of the time; 4-Most of the time